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ABSTRACT

This guidebook contains abstracts of papers by the following authors: (1) Michael D. Andrew; (2) Herman E. Behling, Jr.; (3) Ken Carlson; (4) Frederic R. Cyphert and John E. Nichelson; (5) Barbara Dubitsky; (6) David H. Florio; (7) Eva C. Galambos; (8) Hendrik D. Gideonse; (9) Gary A. Griffin; (10) Martin Haberman; (11) Gene Hall, Walter Doyle, and James Hoffman; (12) Linda B. Jones; (13) Harry G. Judge; (14) Mary M. Kluender; (15) Richard C. Kunkel; (16) William J. Leach and Lester Solomon; (17) Norma Nutter; (18) Bruce A. Peseau; (19) Mary Anne Raywid; (20) Sharon B. Robinson; (21) Robert L. Saunders; (22) Dale Scannell; (23) Henrietta Schwartz; (24) Othanel B. Smith; (25) David C. Smith; (26) David C. Smith and Garfield W. Wilson; (27) Richard C. Wallace, Jr.; (28) Kenneth R. Howey; and (29) Edward J. Meade, Jr. (JD)

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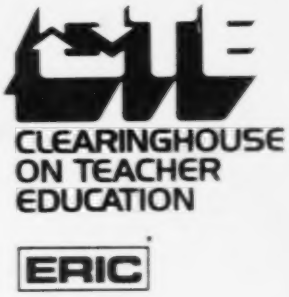

The ERIC Guidebook

To The Background Papers For

A Call For Change In Teacher Education:

The Report Of The National Committee

On Excellence In Teacher Education

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February 1986

ERIC Clearinghouse on Teacher Education

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ERIC

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Introduction

The ERIC Clearinghouse on Teacher Education has compiled the abstracts of the papers used by the National Commission on Excellence in Teacher Education (NCETE) as the basis for its report, A Call For Change in Teacher Education. The Commission was created in 1983 to examine the state of teacher education and make recommendations for its improvement. Support for the National Commission and the publication of its report was provided by the U.S. Department of Education, The National Institute of Education, The Ford Foundation, The Hewlett Foundation, The Lilly Endowment, and the College of Education at the University of Texas at Austin.

Administered by the American Association of Colleges for Teacher Education (AACTE), the Commission was chaired by C. Peter Mcgrath, President of the University of Minnesota. Robert L. Egbert, Professor of Education at Teachers College of University of Nebraska, was the Commission's Director. Other Commission members were: J. Myron Atkin, Dean of School of Education, Stanford University; Frank B. Brouillet, Past-President of the Council of Chief State School Officers and Washington State Superintendent of Public Instruction; John Brown, President of Coe College, Iowa; Steve Cobb, Representative to the Tennessee State Legislature; Mary Futrell, President of the National Education Association; Robert Graham, Governor of Florida; Mari-Luci Jaramillo, Associate Dean of Education, University of New Mexico; Jonathan C. Messerli, President of Susquehanna University; Howard C. Nielson, Utah Representative to the U.S. House of Representatives; Joan Parent, Immediate Past-President of the National School Boards Association; Anne Reynolds, Chancellor of the California State University System; J. T. Sandefur, Dean of Education, Western Kentucky University; Michelle Schiffgens, Head of Education-Psychology, Marycrest College, Iowa; Albert Shanker, President of the American Federation of Teachers; Mark Shibles, Dean of Education, University of Connecticut; and Richard C. Wallace, Jr., Superintendent of Pittsburgh Public Schools.

The papers presented at five regional hearings, as well as testimony, have been entered in the ERIC data base and announced in the March 1985 issue of ERIC's abstract journal, Resources in Education (RIE). Copies of these papers are available in either microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). Ordering information is attached. Copies are also available at 750 ERIC microfiche collections across the country; call (301) 656-9723 for the location nearest you.

The abstracts are in alphabetical order by authors' last name.

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Abstracts of the Papers

Author: Andrew, Michael D.

Title: Restructuring Teacher Education: The University of New Hampshire's Five-Year Program

Note: 52 pages

Descriptors: Higher Education; *Teacher Education Programs; Schools of Education; *Program Length; Program Improvement; *Change Strategies; Teacher Interns; Graduate Study; *Student Characteristics; Student Recruitment; Time Factors (Learning); Preservice Teacher Education

Abstract: In the first part of this presentation, a critique is made of teacher education in general, pointing out the fact that schools of education are resigned to accepting academically weak students and have a limited definition of good teaching. A narrow view of the teacher's role is also cited, as well as teacher educators' resistance to change. The second part describes the restructuring of teacher education at the University of New Hampshire at Durham. In the third part, a discussion of the structure of the five-year program includes a description of the required internship, graduate studies, and admission and academic standards for students. Part IV describes academic and non-academic characteristics of the students in the program, as well as recruitment methods and enrollment status and projections. A national plan for restructuring teacher education is presented in part V.

ERIC Number: ED 250 310

Author: Behling, Herman E., Jr.

Title: Quality Control of Teacher Preparation Programs Through the Program Approval Process

Note: 18 pages

Descriptors: *State Standards; *Accreditation (Institutions); *Teacher Education Programs; *Teacher Certification; *State Boards of Education; Evaluation Methods; Program Effectiveness; Teacher Education Curriculum; Self Evaluation (Groups); Higher Education; Preservice Teacher Education; Accrediting Agencies

Abstract: A recent analysis of on-site college evaluation reports from state evaluation teams shows that colleges have become more sophisticated in developing their own self-study reports and that the teams conducting the reviews have become more professional. Many positive qualitative and quantitative changes in the teacher training programs have been rendered as a result of the state program approval process. The National Council for Accreditation of Teacher Education (NCATE) offers an additional accreditation source. It differs from the state approval process in that it uses one set of standards for all secondary teacher preparation programs, and these programs are either approved or disapproved in aggregate. NCATE teams are quite small and do not contain a specialist for each program being evaluated. Recently NCATE has been reexamining its program approval process, and a proposal has been made to concentrate the review on general and professional education rather than on specific teaching fields. Some state officials question the need for NCATE's assessment of program aspects that have already been evaluated by state teams.

ERIC Number: ED 250 300

Author: Carlson, Ken

Title: The Teacher Certification Struggle in New Jersey

Note: 72 pages

Descriptors: *Teacher Certification; *Teacher Qualifications; *Relevance Education; *Required Courses; Educational Legislation; *State Legislation; *State Standards; Teacher Background; Preservice Teacher Education; Higher Education; Educational Change; Teacher Educators; Teacher Attitudes; Education Work Relationship

Abstract: This paper presents information on the development and adoption of a proposal for changes in teacher certification requirements in New Jersey. The proposal "permits the exclusion of college level professional preparation" for certification of elementary and secondary school teachers. The author was actively involved as an opponent to this certification proposal. Sections of this report discuss: (1) factors leading to the proposal; (2) reactions to the proposal's announcement; (3) teacher educators' response to the proposal; (4) formation of "opposing camps" to the proposal; (5) attempts to refute arguments supporting the proposal; (6) the "Thornburn" study of a teacher's experience at a New Jersey college; (7) the Boyer panel and its two-day meeting to define knowledge needed by beginning teachers; (8) related problems colleges of education were having; (9) the Jaroslaw Commission, which worked on a framework for the knowledge identified by the panel; (10) the Lacatena Initiative, a booklet which discussed the state's experience in educational reform; (11) changes made to the proposal; (12) a conference at which teacher preparation was discussed in general terms and in the context of recent developments; and (13) adoption of the proposal.

ERIC Number: ED 250 315

PLEASE NOTE:

Author: Carlson, Ken (compiler)

Title: Teacher Certification Struggle in New Jersey. Appendices.

Note: 284 pages; Appendices to the paper mentioned above.

ERIC Number: ED 250 316

Author: Cyphert, Frederick R. and Nichelson, John E.

Title: Teacher Education Redesign in Ohio: Past, Present, and Future

Note: 32 pages

Descriptors: Preservice Teacher Education; Higher Education; Long Range Planning; *Teacher Education Programs; Educational Change; *Academic Standards; Teacher Certification; *State Standards; *Change Strategies; Program Evaluation; Competency Based Teacher Education

Abstract: The history of the gradual redesigning of teacher education in Ohio from the first certification law for teachers in 1825 to the present is outlined. Descriptions of the rationale and processes of change are presented in the following sequence: (1) reforms of the past; (2) two critical decades in redesigning teacher education; (3) funding for teacher education programs; (4) principles of educational reform; (5) practices of the present; (6) formation of certification standards; (7) evaluation of teacher education programs; (8) the formation of a State Advisory Commission; (9) inter-institutional and inter-organizational communication; (10) research and redesign in teacher education; (11) standards for school administrators; and (12) prospects for the future. Appended are the Ohio Standards for Colleges and Universities Preparing Teachers, and recommendation options for the Ohio Teacher Education and Certification Advisory Commission.

ERIC Number: ED 253 538

Author: Dubitsky, Barbara

Title: Implications for Teacher Education of Assuming That Schools of the Future Will Have Unlimited Access to Technology

Note: 12 pages

Descriptors: Futures (of Society); Higher Education; Educational Technology; Teacher Education; *Computer Science Education; *Learning Processes; Creativity; *Educational Objectives; Instructional Materials; Computer Literacy

Abstract: Some basic concerns about the proliferation of computers in schools are stated: (1) Educational goals for children should be established as a first priority, followed by examining what computers can do to help achieve those goals; (2) Very few pieces of software are useful in schools, and teacher education programs should explore what is needed in the context of good education; (3) Computers should be used more frequently in exploratory and non-structured ways; (4) Teachers must understand their own learning processes before they use computers as instructional media; (5) A computer can be used as an aid but cannot substitute for original thought; and (6) It is not really necessary for computer education to begin at a very young age. It is emphasized that the computer cannot teach anything but the basic materials programmed into it; a computer cannot substitute for creative thought or individual decision making. Implications for future teacher education programs are discussed with emphasis on the fact that the computer is a tool, not an area of study.

ERIC Number: ED 250 302

Author: Florio, David H.

Title: Excellence in Teacher Education: Options for a Federal Partnership

Note: 32 pages

Descriptors: *Teacher Education; Higher Education; Federal Government; *Government Role; *Federal State Relationship; Teacher Recruitment; College School Cooperation; School Business Relationship; Teacher Selection; Federal Regulation; Educational Change

Abstract: An overview of options available for Federal cooperation in the improvement of teacher education considers possible areas in which government support may be effective. These include: (1) recruitment of talented students; (2) financial support for prospective teachers; (3) improvement grants to schools of education; (4) grants supporting cooperation between high schools and schools of education; (5) support and stimulation of partnerships between teacher education and business and the private sector; (6) encouragement of effective reward systems for effective teachers; (7) support for school improvement efforts; (8) grants for teacher research efforts; and, (9) increased efforts in the dissemination of findings of educational research and development projects.

ERIC Number: ED 253 542

Author: Galambos, Eva C.

Title: Testing Teachers for Certification and Recertification

Note: 15 pages

Descriptors: *Teacher Certification; *Standardized Tests; Higher Education; Quality Control; Teacher Evaluation; Evaluation Methods; *Test Reliability; *Minimum Competency Testing; Test Norms; *Minority Groups; Test Bias

Abstract: An overview is presented of the current status of competency testing for teacher certification. The question of the effect of certification tests on the quality of hired teachers is briefly discussed. Statistics are presented on types of tests used by various states, with particular attention to differences in the cut-off scores for passage of a teacher certification test, whether on a test developed by one state or a nationally-normed test set by individual states. Correlations between the scores on admission tests and subsequent teacher certification test scores in several southern states are analyzed. The structure and validity of some state-developed tests and nationally-normed tests are considered. Also examined is the relatively low test scores of minority groups and the effects of this phenomenon on schools with predominantly minority students. A brief discussion is presented on issues raised by testing for recertification which has been mandated in Arkansas and Texas.

ERIC Number: ED 250 299

Author: Gideonse, Hendrik D.

Title: Guiding Images for Teaching and Teacher Education

Note: 20 pages

Descriptors: Teacher Education Programs; *Teaching (Occupation); *Teacher Characteristics; Teacher Effectiveness; *Teacher Role; Teacher Selection; Moral Values; Creativity; Scientific Attitudes; Decision Making; Role Models; *Educational Quality; Futures (of Society); Preservice Teacher Education; Higher Education

Abstract: Teachers should be viewed as decision makers who are required hourly to make serious value choices, who serve both individuals and society, who are in an institution where real power differentials exist, and whose learning and teaching responsibilities are increasingly supported by an empirical research tradition requiring highly situational interpretation. Four images of what the teacher's role are: (1) the teacher as an artist, prepared by practitioners and master performers in the fashion of an apprentice; (2) the teacher as a moral craftsman, implying selecting, training, and supporting teachers who have the propensity or capacity for making moral decisions; (3) the teacher as an applied scientist, with teacher preparation that is keyed to the research base on teaching effectiveness; and (4) the teacher as decision maker, focusing on decision making functions and responsibilities. Three areas of these roles are explored: the knowledge a decision maker image would require teachers to acquire; preparation models for teacher education; and selection criteria for future teachers.

ERIC Number: ED 250 304

Author: Griffin, Gary A.

Title: Crossing the Bridge: The First Years of Teaching

Note: 21 pages

Descriptors: *Teacher Orientation; *Beginning Teachers; Elementary Secondary Education; Inservice Teacher Education; *Informal Leadership; *Peer Relationship; *Helping Relationship; Teacher Characteristics; Teacher Administrator Relationship

Abstract: The potentialities of the beginning teacher can best be realized by a high level of interaction and collaboration with experienced teachers and understanding administrators. When new teachers start their work, the procedural should be minimized and the pedagogical emphasized, with immediate support from the best experienced teacher. Peer teachers should be selected because they can help the beginning teacher be effective and should be well trained for the job. Administrative support for the peer teacher-new teacher relationship is important. Knowledge bases used in working with beginning teachers should include what has been learned in research about effective instruction and schools, and classroom management. Important also is transmitting to the new teacher what the peer teacher knows will "work" in any given situation. A set of proposals are suggested for action by educators, policymakers, and researchers.

ERIC Number: ED 250 292

Author: Haberman, Martin

Title: An Evaluation of the Rationale for Required Teacher Education: Beginning Teachers With and Without Teacher Preparation

Note: 100 pages

Descriptors: *Relevance (Education); Education Work Relationship; *Preservice Teacher Education; Higher Education; *Teacher Qualifications; Beginning Teachers; *Required Courses; Teacher Certification; Teaching Experience

Abstract: This paper is based on two propositions: (1) that extensive knowledge of subject matter is a necessary but not sufficient condition for effective teaching and (2) that teacher education is a legitimate professional preparation which should be improved rather than circumvented. This paper presents six rationales, in the areas of theory, logic, research, expert opinion, experience, and common sense. Prior to these six rationales some historical perspective is provided regarding the use of teachers with and without professional education.

ERIC Number: ED 250 289

Author: Hall, Gene; Doyle, Walter; and Hoffman, James

Title: The Schools and Preservice Education: Expectations and Reasonable Solutions

Note: 12 pages

Descriptors: *Preservice Teacher Education; Higher Education; Career Choice; *Teaching (Occupation); Professional Recognition; Teacher Salaries; *Teacher Alienation; *Beginning Teachers; Teacher Education Programs; Expectation

Abstract: Many problems arise from inaccurate expectations for preservice teacher education and its relationship to what goes on in elementary and secondary schools. Preservice education is expected to provide schools with a continuous supply of highly qualified candidates. However, preservice teacher education exerts little proactive control over teacher supply, which is governed by large marketplace factors such as perceptions of the occupation, expectations of job opportunities, and relative salary advantages. Preservice education is also expected to provide fully prepared and competent teachers, able to handle the daily work of schools without further support or assistance. New teachers are expected to be a source of research-based innovations in teaching. Pressures on schools of education are such that much time is spent defining and rearranging credit hours rather than focusing on such basic questions as what a teacher must reasonably know to function effectively in the classroom. The expectations of new teachers are often unrealistically high, and disillusionment, when faced with the realities of the classroom, students, school administration, and extrinsic rewards, is frequent. Specific recommendations are made for building toward much needed reform in preservice teacher education programs to prepare prospective teachers for the realities of their profession.

ERIC Number: ED 250 294

Author: Howey, Kenneth R.

Title: The Next Generation of Teacher Preparation Programs

Note: 44 pages

Description: *Teacher Education Programs; Higher Education; Elementary Secondary Education; *Futures (Of Society); Educational Research; Social Distribution; Program Length; *Teacher Effectiveness; Teacher Qualifications; *Social Change; Student Attitudes; *Population Trends; Social Class; Preservice Teacher Education; Inservice Teacher Education

Abstract: Rapid social and demographic changes will have an impact on the future training of teachers. The emerging of an unmotivated urban student population from families who undervalue education will pose increasing problems for teachers. While teachers' knowledge of subject matter is essential, insights into the ecology of the classroom, the nature of the learner and learning, and a command of varying teaching methodologies will be necessary. Presently, several conditions constrain the quality of teacher preparation: (1) limited integration of a strong foundation in the arts and sciences; (2) limited integration of a strong clinical component throughout teacher education programs; (3) limited commitment of the best teachers and K-12 schools to teacher preparation; (4) lack of institutional characteristics and organizational features which provide coherence to programs and a sense of programmatic collegiality among faculty and students; and (5) limited numbers of courses and credits which define the scope of teacher education programs. The relationships between a markedly changing social demography and these five constraints are discussed. Studies on school effectiveness are cited as providing guidelines for improving teacher effectiveness in the future. Priorities for programmatic research and development are suggested.

ERIC Number: ED 250 288

Author: Jones, Linda Bunnell

Title: Teacher Education: An All-University Responsibility

Note: 23 pages

Descriptors: *Teacher Education Programs; *Educational Responsibility; *Schools of Education; *Liberal Arts; *Teacher Effectiveness; Higher Education; *Interdisciplinary Approach; Teacher Education Curriculum; Educational Cooperation; Preservice Teacher Education

Abstract: As the public expresses concern over teachers' qualifications to teach academic subjects and as arts and sciences faculty show renewed attention to the public schools, the responsibility for teacher education is being interpreted as one belonging to the entire university. One approach to this interpretation--based on the assumption that what one teaches and how one teaches are fundamentally related--stresses the integration of arts and sciences with professional teacher education. A joint university committee could provide common intellectual experiences as well as concentration in particular subjects together with professional teacher education. Other suggestions for improvement are: (1) integration of professional teacher education with undergraduate preparation; (2) collaboration between professional teacher education faculty and arts and sciences faculty for the evaluation of students for admission to teacher education programs; (3) incentives, social and fiscal, to attract and reward those faculty members who exert efforts to integrate these programs; and (4) a broader concept of the role of the school of education's dean or director.

ERIC Number: ED 250 311

Author: Judge, Harry G.

Title: Teacher Education in England and Wales

Note: 10 pages

Descriptors: *Accreditation (Institutions); *Educational Policy; Foreign Countries; *Government School Relationship; Higher Education; *Schools of Education; *Teacher Education; Teacher Salaries; Teacher Supply and Demand

Abstract: This paper addresses the following issues and problems facing teacher education in England and Wales: (1) the implications for teacher education of the government decision to change from a dual (elitist) system of education (which was mirrored in a dual system of teacher education) to a system of equal education for all children; (2) the effects of the massive expansion of the teacher education enterprise between the years 1960 and 1970, followed by a rapid demographic collapse and the sudden reversal of demand for teacher and decline in enrollment in teacher education; (3) a cut in the number of sites in which teacher education is conducted and a change in the balance among those sites and institutions, with the balance shifting dramatically towards universities from public sector institutions of higher education; (4) the establishment of the Council for Accreditation of Teacher Education by the government, and the impact of government control on teacher education institutions; (5) the gradual progress of anti-intellectualism in teacher education; and (6) the need for re-structuring teacher salaries.

ERIC Number: ED 258 971

Author: Kluender, Mary M.

Title: The Nebraska Consortium for the Improvement of Teacher Education

Note: 20 pages

Descriptors: *Teacher Education Programs; Higher Education; *Consortia; *Intercollegiate Cooperation; Networks; *Research Utilization; Shared Services; *Program Improvement; Statewide Planning; *Teacher Educators; *Nebraska

Abstract:

A consortium of 15 Nebraska colleges of education was established to provide collaborative means for examining significant research for teacher education, to share information about programs and activities, and to provide a support network as the institutions work on program improvement. A description is given of the formation of the Consortium and its membership, goals, and organization. The activities of the Consortium during its first two years are outlined and the action plans generated by participants in the workshops are discussed. The major focus of the workshops was the utilization of research on teaching and learning in teacher education programs. Plans for the future of the Consortium are discussed. Issues related to Consortium activities, such as organizational structure, long-range tasks, and funding, are considered.

ERIC Number: ED 253 537

Author: Kunkel, Richard C.

Title: Regional and National Voluntary Accreditation. The Place and Appropriate Future of National Accreditation

Note: 21 pages

Descriptors: *Accreditation (Institutions); *Academic Standards; *Schools of Education; *Institutional Evaluation; Quality Control; State Standards; *Program Evaluation; Preservice Teacher Education; Higher Education; Program Validation; *Accrediting Agencies; Preservice Teacher Education

Abstract: A brief history of the National Council for Accreditation of Teacher Education (NCATE) is presented, defining it as a national effort of voluntary accreditation. Distinctions are drawn between national voluntary accreditation and regional accreditation, placing these in a perspective of state licensure and program approval. Some program evaluation and accreditation qualities are identified that should serve as a value base to effectively undergird future national accreditation. A brief discussion is given of some guiding principles that have been leading the NCATE movement in the future to redesign its functions, roles, and relationships. A presentation is made of tentative timelines and goals for NCATE becoming a more effective national voluntary system to assure both consumer protection and excellence in teacher education. Eight recommendations are made for the deliberation of the Commission on Excellence in Teacher Education.

ERIC Number: ED 250 309

Author: Leach, J. William and Solomon, Lester

Title: Performance-Based Certification in Georgia: Present and Future

Note: 18 pages

Descriptors: *Teacher Certification; *Evaluation Criteria; Competency Based Teacher Education; *Teacher Evaluation; Job Performance; Career Ladders; Beginning Teachers; Preservice Teacher Education; Staff Development; *State Programs; Merit Pay; *Minimum Competency Testing

Abstract: The Georgia Teacher Certification Tests were developed and validated to be job-related and to reflect the minimum content knowledge that is necessary to teach in each certification area in Georgia classrooms. Three assessment instruments are used in evaluating the performance of preservice students and beginning teachers. The Teacher Performance Assessment Instrument (TPAI) delineates 14 competencies required for certification. The Georgia Teachers Certification Tests (TCT) are used to determine whether prospective teachers possess essential knowledge in their respective teaching fields. The on-the-job assessment focuses on the teacher's capabilities to organize, plan, and implement instruction as well as on classroom management and interpersonal relationships with the students. Each of these instruments is described in detail in this report. Included in the discussion on performance-based certification are brief descriptions of staff development processes and teacher evaluation. It is anticipated that performance-based certification will be expanded in the future and that a competitive and market-sensitive career ladder program for teachers will be developed.

ERIC Number: ED 253 540

Author: Meade, Edward J., Jr.

Title: Recent Reports on Education: Some Implications for Preparing Teachers

Note: 18 pages

Descriptors: *Teacher Education Programs; *Educational Assessment; *Educational Quality; *Teacher Characteristics; *Program Content; *Teacher Education Curriculum; Higher Education; Educational Research; Teacher Qualifications; Preservice Teacher Education

Abstract: The recent spate of national studies about schools is largely based on analyses of what schools do, how they do it, what the results are, and what they ought to be doing in light of present and future demands. Recommendations from these studies appear to fall into four categories of structure changes, content changes, value changes, and people changes. While the recommendations often differ, some common elements can be found in them, including visions of what schools need to do, dissatisfaction with the current state of schools, beliefs that the teacher is vital for improvement in the schools, and concerns that teachers are not up to this challenge. Eight characteristics about teachers that bear on teacher education can be derived from the national studies. Teachers should: (1) be well-educated; (2) be intellectually curious and interested in others; (3) be knowledgeable in the subject matter taught; (4) support the essential character of American society; (5) understand how students learn; (6) be the pedagogical manager or "coach"; (7) be a continuous learner; and (8) look forward to a teaching career. These characteristics are discussed in terms of their implications for teacher preparation.

ERIC Number: ED 250 303

Author: Nutter, Norma

Title: Resources Needed for an Excellent Teacher Preparation Program

Note: 26 pages

Descriptors: *Teacher Education Programs; *Program Improvement; *Educational Quality; *Educational Resources; Instructional Materials; Teaching Experience; Teacher Educators; Higher Education; *Educational Needs; *Teaching (Occupation)

Abstract: An excellent teacher education program demands the careful integration of both campus-based and field-based instruction over a substantial amount of time. Teachers must be thoroughly prepared in general academic work and in pedagogy, and they should be exposed to the actualities of the classroom. An excellent teacher education program needs high quality faculty and staff, as well as sufficient numbers. The faculty must be highly competent intellectually and well educated in appropriate academic disciplines and in specific areas of pedagogy directly related to their instructional responsibilities. They must also have been experienced and successful teachers of children themselves. Serious consideration should be given to lengthening the teacher preparation program. There is a need to strengthen both academic and performance criteria for prospective teachers. To meet the needs requisite for an excellent teacher education program, more funding is necessary, and better physical and instructional resources are essential.

ERIC Number: ED 250 298

Author: Peseau, Bruce A.

Title: Resources Allocated to Teacher Education in State Universities and Land-Grant Colleges

Note: 53 pages

Descriptors: *Teacher Education Programs; Higher Education; *Resource Allocation; *State Universities; *Land Grant Universities; Preservice Teacher Education; *Financial Policy; Business Education; Engineering Education Comparative Analysis; Elementary Secondary Education

Abstract: Data concerning the fundings and productivity of teacher education divisions in major state universities and land-grant colleges in the United States are presented. Section I discusses concepts of funding adequacy and equity in public elementary, secondary, and post-secondary education. Data are included on differential weighing of academic programs. Section II presents and analyzes data concerning the principal resource and productivity variables in teacher education in 43 state universities and land-grant colleges for 1982-83. Tables show the comparative relationships of different variables among several institutions. In Section III, a comparative analysis is presented of resources and productivity between the colleges of education, engineering, and business administration in a major public university, in the belief that this situation is probably representative of most public universities. Within this section, a statement is developed about the nature of teacher education programs and those two other disciplines. The final section develops a series of conclusions and recommendations, with emphasis on policies needed to improve the preparation of the nation's teachers.

ERIC Number: ED 250 297

Author: Raywid, Mary Anne

Title: Preparing Teachers for Schools of Choice

Note: 26 pages

Descriptors: *Teacher Education Programs; *Nontraditional Education; *Teacher Effectiveness; Higher Education; Elementary Secondary Education; Preservice Teacher Education; Educational Cooperation; Parent School Relationship; *School Choice; *Institutional Characteristics; *Teacher Characteristics

Abstract: Schools of choice, established to respond to varying student and parent needs and interests, have unique features that require special teacher attributes. Programs preparing teachers for these schools include more emphasis upon: (1) content preparation; (2) the context of schools and classrooms; (3) the psychology of human growth and development; (4) a working knowledge of the psychology of learning; (5) an understanding of the sociology of youth; (6) an appreciation for the various socio-cultural backgrounds of students; (7) curriculum generation and management; (8) pedagogical methods and activities with emphasis on experiential learning; (9) formative and summative evaluation; (10) orientation to the community; and, (11) the development of a sense of community within the classroom and school. Field observation and field participation are emphasized, and solid practice teaching experiences are provided. In addition, numerous opportunities are given to the students to engage in collaborative efforts. The program itself serves as a model of a personalized, caring, and supportive community.

ERIC Number: ED 250 295

Author: Robinson, Sharon B.

Title: Toward a More Desirable Profession

Note: 21 pages

Descriptors: Higher Education; *Professional Recognition; *Teaching (Occupation); *Teacher Education Programs; Professional Autonomy; Family School Relationship; Teacher Evaluation; Principals; Teacher Salaries; Relevance (Education); *Educational Improvement

Abstract: Reform of teacher education must be based on substantial emphasis on the liberal arts and major academic disciplines, and rigorous admission and graduation requirements. The professional curriculum must be relevant to the world of teaching and learning. Teachers are now being prepared for a world of professional practice that should not exist; teaching and learning conditions in the schools undermine the teaching profession and frustrate productivity and credibility. Five conditions require immediate consideration and actions: (1) greater autonomy of local school faculty and decentralization of substantial authority to the persons close to the students; (2) the school as a clinic, laboratory, and research and development center housing a group of knowledgeable workers with high expectations not only for students but also for their parents; (3) more emphasis on teacher evaluation, which should be a joint effort with teachers and administrators working together; (4) the leadership role of the school principal; and, (5) teacher salaries which are commensurate with those of comparable professions.

ERIC Number: ED 250 293

Author: Saunders, Robert L.

Title: Efforts to Reform Teacher Education in Tennessee: A Ten-Year Analysis

Note: 29 pages

Descriptors: *Educational Change; Higher Education; *Change Strategies; *Educational Legislation; *State Standards; Board of Education Role; Preservice Teacher Education; State Boards of Education; *Policy Formation; *Schools of Education; Teacher Education Programs

Abstract: This paper describes the reform processes in teacher education in Tennessee over the past ten years. The decade of school improvement efforts, which culminated in 1984 with the passage of the Comprehensive Education Reform Act (CERA), is discussed. The paper presents: (1) a summary of actions taken between 1975-80; (2) an account of the action taken in 1981-82, just prior to the passage of CERA, and (3) a description of provisions in the CERA that deal directly with teacher education and of those provisions of the Act that have implications for teacher education, both preservice and inservice. A description is given of the Better School Program in Tennessee which laid the foundations for passage of the CERA. Included in the description is a discussion of the issues raised by the Better Schools Program, and, as the legislative difficulties encountered in the passage of the CERA. The implications of CERA for changes in schools of education are examined.

ERIC Number: ED 253 539

Author: Scannell, Dale

Title: The University of Kansas Extended Teacher Education Program

Note: 20 pages

Descriptors: Cooperative Planning; Core Curriculum; Higher Education; *Preservice Teacher Education; *Program Development; *Program Implementation; *Program Length; Schools of Education; State Standards; *Teacher Education Programs

Abstract: In the spring of 1981, the School of Education at the University of Kansas announced that students matriculating subsequent to that date would have to meet the requirements of a new teacher education program of 162 hours spread over five academic years. The decision to initiate an extended teacher education program culminated several years of planning by faculty in the School, faculty from other parts of the University, and colleagues from school districts in northeast Kansas. This paper chronicles the history of the School's decision, describes the major features of the new program, and reports some highlights of the four years of program implementation. In addition, the relationship of the new program to statewide reform activities is noted.

ERIC Number: ED 253 536

Author: Schwartz, Henrietta

Title: Recruitment, Selection, Retention and Graduation of Teacher Education Candidates

Note: 28 pages

Descriptors: *Teacher Recruitment; *Teacher Selection; Teacher Role; *Teacher Education Programs; Education Majors; Teacher Supply and Demand; *Teaching (Occupation); *Teacher Persistence; Teacher Employment; Admission Criteria; Career Ladders; Teacher Education Curriculum

Abstract: In considering the problem of recruiting and retaining the most able candidates for teaching, five dilemmas facing the profession are discussed. (1) Raising standards for entry into teaching and teacher preparation may exclude minorities, older adults, naturalized citizens and others whose skills and talents are useful. However, not raising standards will make it difficult for teaching and teacher education to achieve professional status in the professional and academic communities. (2) Reformers are calling for career ladders, and differentiated rewards as a teacher displays special skills, knowledge, and initiative. However, teachers tend to cling to the egalitarian tradition that one teacher's opinions and contributions are equal to any others. (3) Can students be trained to do what good teachers do and be what good teachers are, or must some basic aptitudes and talents for teaching be present before training? (4) Will standardization of teacher education curriculum negate the tradition of academic freedom? (5) Should the focus of instruction be on a standard curriculum or on the individual student? Some concrete recommendations emerge about initiatives which universities, teachers, and public agencies can pursue to attract competent students to teacher education and the field.

ERIC Number: ED 250 308

Author: Smith, B. Othanel

Title: Research Bases for Teacher Education

Note: 24 pages

Descriptors: *Educational Research; *Teaching Methods; *Teacher Behavior; Instructional Systems; *Classroom Techniques; *Teacher Effectiveness; Course Content; Educational Theories; Elementary Secondary Education; Teacher Education; Higher Education

Abstract: An overview is presented of what research studies have revealed about: instruction in school subjects; general elements of teaching (such as organization and conduct of lessons); prevention and control of misconduct interpretation of test results; diagnosis of learning difficulties; and, the conditions and procedures of learning and development. Teacher performance common to instruction in all subjects (generic performances) have been identified as positively correlated with student outcomes. Researchers have identified, described, and tested the effectiveness of a large number of generic elements in teaching. Concepts of effective teaching have been assembled and classified into six instructional domains: planning, management of student conduct, instructional organization and development, presentation of subject matter, communication, and testing. Another area of research has dealt with content-specific teaching performances and techniques used for instruction in different subject matters. A third component of pedagogical education is theoretical pedagogy, which consists of concepts and principles about human development, conditions of learning, and the relations among social variables. Each of these components is described with summaries of relevant research findings.

ERIC Number: ED 250 287

Author: Smith, David C.

Title: PROTEACH: An Extended Preservice Teacher Preparation Program

Note: 11 pages

Descriptors: *Educational Change; Educational Improvement; *Educational Needs; Higher Education; *Preservice Teacher Education; *Program Length; *Teacher Education Programs; Time Factors (Learning)

Abstract: PROTEACH is a newly redesigned five-year preservice teacher preparation program at the University of Florida. During progress through the program, the bachelor's degree is obtained, and the program culminates on completion of the master's degree. Program features include emphasis on research and study in fields supplementary to education-related study. Reasons for changing to a five-year program include changes in the teaching profession and in teacher preparation, new demands placed on teachers, the need to prepare for increasingly complex teaching fields, changes in public perception of teachers' degrees, the need to work on and master effective classroom practices, and the need for more comprehensive and demanding requirements. This document discusses these trends and describes the PROTEACH programs for elementary school, secondary school, and special education teachers.

ERIC Number: ED 250 317

Author: Smith, David C. and Wilson, Garfield W.

Title: The Florida Beginning Teacher Program

Note: 20 pages

Descriptors: *Beginning Teachers; *Evaluation Criteria; Job Performance; *Social Support Groups; Education Legislation; State Standards; *Teacher Effectiveness; *State Programs; *Florida Beginning Teacher Program

Abstract: The purpose of the Florida Beginning Teacher Program is to provide a set of supervised support services to teachers in their first year of teaching. A beginning teacher support team is comprised of an experienced peer teacher, a building level administrator, and a third individual who may be a teacher educator. The team conducts formative evaluations of the beginning teacher's performance and provides feedback to help improve performance. At least three formative evaluations are conducted during the year. Near the year's end a summative evaluation is conducted which determines whether a regular teaching certificate will be given. A description is given of the process of implementing this program. The Florida Performance Measurement System is discussed with a description provided of how the generic teaching competencies used in the evaluation were developed from the existing research base. Five significant outcomes of the program are outlined and current refinements being developed are described.

ERIC Number: ED 253 541

Author: Wallace, Richard C., Jr.

Title: Post-Certification Development of Teachers and Administrators

Note: 27 pages

Descriptors: *Professional Continuing Education; *Inservice Teacher Education; Higher Education; Learning Strategies; Faculty Development; Teacher Effectiveness; *Program Design; Classroom Research; Andragogy; *School Districts; Degrees (Academic); *Management Development

Abstract: The continuing development of educational professionals (teachers and administrators) takes place in three types of institutions. Advanced degree programs offered in colleges and universities that lead to the master's and doctorate degrees are the mainstay of continuing development. Second in importance are the staff development programs sponsored by local education agencies and regional and state educational agencies. Professional organizations also exert an important role on the personal and professional development of teachers and administrators. This paper examines the role of local education agencies in inservice education and staff development. It includes a brief and selective review of the research on inservice education of teachers and administrators, and discusses the experience of the Pittsburgh, Pennsylvania School District's research-based programs in staff development for teachers and administrators.

ERIC Number: ED 250 291

Abstracts of Testimony

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Minneapolis, Minnesota, September 25-26, 1984)

Note: 14 pages

Descriptors: *Educational Improvement; Elementary Secondary Education; *Futures (of Society); Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Teacher Recruitment, *Teaching (Occupation)

Abstract: Testimony was presented by representatives of the St. Croix Valley Association of Teacher Educators (SCVATE) and the Minnesota Association of School Administrators (MASA). SCVATE recommendations are presented on the topics of teacher recruitment, preservice teacher education, inservice teacher education, and teacher retention. MASA testimony, delivered by John R. McClellan, involved suggested changes that would improve teacher preparation programs, including: 1) improving school district inservice education programs; 2) developing ways of attracting high quality teacher candidates; 3) devoting more time to the elements of instruction and their application in teacher training programs; 4) post-testing students at the completion of a given program; 5) modeling effective teaching methodologies; and 6) emphasizing and modeling higher level thinking skills and problem solving.

ERIC Number: ED 250 290

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Austin, Texas, October 4-5, 1984)

Note: 68 pages

Descriptors: Admission Criteria; *Educational Improvement; *Educational Quality; Educational Resources, Elementary Secondary Education, *Futures (of Society), Higher Education, Minimum Competency Testing, Preservice Teacher Education, Schools of Education, *Teacher Education Programs, Teacher Supervision, *Teaching Occupation)

Abstract: Testimony was presented on various issues of restoring excellence to education. The following papers are included in this document: 1) "The Neglected Obligation of the Teaching Profession" (Richard Swain); 2) "Instructional Supervision for Excellence in Education" (Ben M. Harris); 3) "Competency Testing: Excellence Without Equity" (G. Pritchy Smith); 4) "The College of Education and Field-Based Experiences in a Teacher Education Program" (Lowell J. Bethel); 5) "Quality Issues in Teacher Education" (John H. Moore); and 6) "Teacher Education in a Learning Society" (Eugene W. Kelly, Jr.). Three additional papers on the following topics, were also presented: 1) resources for teacher education (Ernest K. Dishner); 2) improving the image of the teaching profession (Frank E. Crawley); and 3) admission requirements for schools of education and entry into the profession (Charles N. Beard, Jr.).

ERIC Number: ED 250 296

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (Atlanta, Georgia, October 14-15, 1984)

Note: 15 pages

Descriptors: Educational Change; Educational Improvement, Elementary Secondary Education, Futures (of Society), *Government Role, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, *Program Effectiveness, *State Government, *Teaching (Occupation)

Abstract: The following papers were presented as testimony to the National Commission on Excellence in Teacher Education open hearing: 1) "Effective Inservice Teaching" (Harold Finkelstein); and 2) "The State's Responsibilities for Teacher Education: Some Views" (Edward M. Wolpert). The first paper discusses the current state of teaching, namely: 1) that students are not interested, challenged, or knowledgeable--they are not learning, and 2) that teachers are using outdated methods and are not able to compete for their students' attention--they are not effective. An inservice training model designed to improve classroom instruction and student learning is described and recommendations are made regarding incorporation of the model's components in preservice training programs. The second paper presents some ideas about how states and teacher educators can work together: 1) State Departments of Education need to work closely with schools, colleges, departments of education (SCDE); 2) States must help SCDEs attract better students to teacher education programs; and 3) States need to reconceptualize what teaching and teacher education are all about.

ERIC Number: ED 250 301

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume I.

Note: 64 pages

Descriptors: *Educational Change; Elementary Secondary Education, Faculty Development; *Futures (of Society); Higher Education, *Inservice Teacher Education; Liberal Arts; *Preservice Teacher Education; *Teacher Education Programs; Teacher Selection; *Teaching (Occupation)

Abstract: Included are presentations on (or entitled): 1) teacher education programs (City University of New York); 2) staff development (Charlotte Frank); 3) teacher training and assessment (Mary E. Dilworth); 4) professional improvement (Doran Christensen); 5) "A Response to the Excellence Reports" (Robin Boucher); 6) teacher selection, training and recognition (Leonard S. Blackman); 7) role of liberal arts in teacher education (Hugh G. Petrie); 8) restructuring of teacher education (Gregory R. Anrig); 9) "A Case Study for Quality Control" (Francis X. Sutman); and 10) "Teaching as a Performing Art" (Joe Hasenstab). Appended to Hasenstab's paper is a copy of the summer 1984 issue of The Performance Learning Systems Newsletter on staff development.

ERIC Number: ED 250 305

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume II.

Note: 94 pages

Descriptors: *Educational Change, Elementary Secondary Education; *Futures (of Society); Higher Education; *Preservice Teacher Education; *School Role; Secondary School Teachers, *Teacher Education Curriculum; *Teaching (Occupation), Teaching Experience, Technological Literacy

Abstract: Included are presentations on (or entitled): 1) restructuring the teacher education curriculum (Frank B. W. Hawkinshire); 2) teacher education reform (Carol Weinstein); 3) "Comments on Excellence in Teacher Education" (Maxine Greene); 4) teacher education in and for the future (Lenore H. Ringler); 5) teacher education and technology (Cecily Cannan Selby); 6) role of higher education institutions in teacher education (Jeanne Silver Frankl, with an appended paper on needs of intermediate, junior high, and high school teachers by Mary Ellen Fahs); 7) teacher training (Boston Public Schools); 8) "Redesigned Undergraduate Teacher Preparation Program at the University of Maine, Orono: The Clinical Segment" (Anne E. Pooler); and 9) "The Quest for Excellence in Education: The Responsibilities of Institutions of Higher Education" (Paul B. Warren).

ERIC Number: ED 250 306

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (New York, New York, October 18-19, 1984). Volume III.

Note: 77 pages

Descriptors: *Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education, Faculty Development, *Futures (of Society); Higher Education; Lifelong Learning; Preservice Teacher Education; School Organizations; Schools of Education; Teacher Education Programs; Teacher Recruitment, *Teaching (Occupation)

Abstract: Included are presentations on (or entitled): 1) role of schools of education (Lia Gelb); 2) teacher education programs (Katherine Sid); 3) "Quality and Quality Control in the Teaching Profession" (Hugh J. Scott); 4) "Educational Reform and Teacher Education" (Hugh G. Petrie); 5) teacher recruitment (Gladys M. Hannon); 6) school organizational structures (Robert A. Burnham); 7) teacher education as a lifelong process (J. Lynn Griesemer); 8) improvement of teacher education (Robert F. Eagan); and 9) improvement of teacher education (Donna Chapin).

ERIC Number: ED 250 307

Title: Testimony Presented at an Open Hearing of the National Commission on Excellence in Teacher Education (San Francisco, California, October 22-23, 1984)

Note: 142 pages

Descriptors: Classroom Environment; College School Cooperation; *Educational Change; Elementary Secondary Education; *Futures (of Society); Higher Education, Hispanic Americans, Teacher Certification, *Teacher Education, *Teaching (Occupation)

Abstract: Testimony at this hearing included presentations on (or entitled): 1) implications of teacher training for Hispanic Americans (M. Susana Navarro); 2) "My Vision of the Teaching Profession" (Henrietta Schwartz); 3) "Preparing California School Leaders: An Analysis of Supply, Demand, and Training" (William Gerritz, Julia Koppich, James W. Guthrie); 4) "Reform in Teacher Education: The Missing Link" (Fannie Wiley Preston); 5) teacher education in Nevada (Sue Strand); 6) violence (such as physical and psychological abuse and discrimination in education (Jordan Riak); 7) "Second-Order Change and the Reconceptualization of the Teaching-Learning Process" (Mark Phillips); 8) "Teacher Education at a Crossroad" (Edna Mitchell); 9) teacher certification regulations (Gerald A. Fisher); 10) "A University-Schools Partnership: Prospects and Promises" (Dan Andersen and Bonnie Morgan); 11) educational reform needs (George C. Shaw); and 12) "Some Reflections on the Honorable Profession of Teaching" (Trish Stoddart, David J. Losk, and Charles S. Benson).

ERIC Number: ED 250 312

Other Resources

Author: National Commission on Excellence in Teacher Education; American Association of Colleges for Teacher Education

Title: A Call For Change in Teacher Education

Note: 61 pages; Final Report of the National Commission on Excellence in Teacher Education.

Descriptors: *Accountability; Change Strategies, Curriculum Design; Educational Change; Educational Quality; Financial Support; Higher Education; *Resource Allocation, School Responsibility; Schools of Education; State Standards; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; *Teacher Supply and Demand; *Teaching (Occupation); *Teaching Conditions

Abstract: This report is organized around the following themes: 1) supply and demand for quality teachers (scholastic attainments of prospective teachers at the high school and college levels, demographic and social forces having an impact upon the recruitment of qualified students); 2) programs for teacher education (liberal education, subject specialization, professional education); 3) accountability for teacher education (state standards for teacher education programs, accreditation of teacher education programs); 4) resources for teacher education (school of education funding, allocation of resources for research and development, advanced degree programs); and 5) conditions necessary to support the highest quality of teaching (teacher salaries, advancement opportunities, work environments, status, autonomy). A broad analysis of each of the issues is provided and supported by empirical findings. A series of 16 recommendations is proposed to address the need for change and improvement. Included among the appendices is a listing of testimony presented at the commission hearings.

ERIC Number: ED 252 525

Author: Berliner, David C.

Title: Remarks . . . to the the Governor's Task Force on Teacher Education, Meeting at the College of Education, University of Arizona, February 16, 1984

Note: 12 pages; Paper submitted to the National Commission on Excellence in Teacher Education.

Descriptors: Educational Change; *Educational Research; Higher Education; Preservice Teacher Education; *Program Improvement; *Research Utilization; *School Role; *Schools of Education; *Teacher Education Programs

Abstract: Historically, teaching has been considered an art, not a science, and therefore not subject to scientific analysis. However, there now exists a body of knowledge and a fresh set of conceptions about teaching upon which to base teacher education. Recent and numerous advances in pedagogical knowledge can now be used to provide teacher education with a scientific foundation. Over the last decade or two, the scientific approach to the study of education has been unusually fruitful, though not all of that research has yet been incorporated into teacher education programs. Schools of education at the major state universities should be leading the way in developing new programs of teacher preparation based on research on teaching. Research having implications for teacher preparation is cited in the areas of: time factors in learning; success and positive reinforcement; structuring behavior; pedagogical decision making; classroom management and achievement; and effects of expectations on student performance.

ERIC Number: ED 250 313

Author: Evertson, Carolyn and others

Title: The Characteristics of Effective Teacher Preparation Programs: A Review of Research

Note: 59 pages; Paper submitted to the National Commission on Excellence in Teacher Education.

Descriptors: Admission Criteria; Classroom Techniques; Educational Research; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; *Program Effectiveness; Student Motivation; Teacher Education Curriculum; *Teacher Education Programs; Teacher Effectiveness; Teaching Experience; Time Factors (Learning)

Abstract: Research was reviewed to identify the characteristics of effective university and college-based programs for educating prospective teachers. Programs were considered effective to the extent that they enhanced the capability of teachers to contribute to student learning. The research reviewed was almost exclusively concerned with the learning of traditional academic subjects, and three types of studies were the focus of the review: 1) studies of the effects of teacher preparation programs on student performance or on teacher behavior; 2) studies of teacher characteristics related to student achievement; and 3) research on effective teaching. The report is built around the following specific issues: 1) teacher preparation programs' ability to teach teachers to teach effectively; 2) overall effects of teacher preparation programs; 3) ability of teacher education programs to teach instructional strategies; 4) admission standards for teacher education programs and for entry into the profession; 5) content of teacher education programs; 6) subject matter expertise and teacher effectiveness; 7) the pedagogy of teaching to teach; and 8) the induction phase of teacher learning. Conclusions drawn from the findings are discussed.

ERIC Number: ED 250 314

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